

NORTH HARTSVILLE ELEMENTARY

110 School Drive
Hartsville, South Carolina 29550

GRADES 1-6 Elementary School

ENROLLMENT 902 Students

PRINCIPAL Mrs. Beth Blum 843-857-3200

SUPERINTENDENT Dr. Rainey Knight 843-398-5200

BOARD CHAIR Dr. Thelma P. Dawson 843-393-1291

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	64	13	1	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 15 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

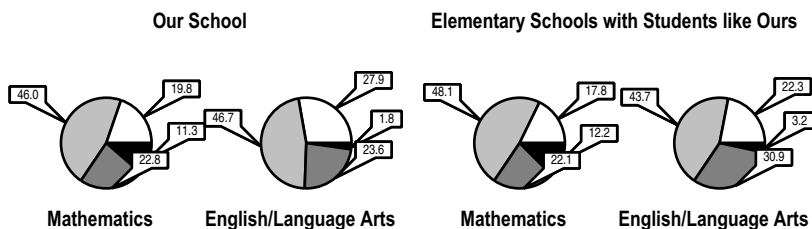
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Good	Good	N/A
2003	Good	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	50	140	56
Percent satisfied with learning environment	97.9%	75.7%	92.9%
Percent satisfied with social and physical environment	95.7%	79.4%	74.1%
Percent satisfied with home-school relations	85.4%	79.9%	92.9%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	599	99.3	27.9	46.7	23.6	1.8	25.4	17.6
Gender								
Male	298	99.0	30.7	47.7	20.6	1.1	21.7	17.6
Female	301	99.7	25.2	45.8	26.6	2.4	29.0	17.6
Racial/Ethnic Group								
White	417	99.5	20.2	48.1	29.2	2.6	31.7	17.6
African-American	172	98.8	47.5	41.4	11.1	N/A	11.1	17.6
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	498	99.6	23.3	47.0	27.5	2.1	29.7	17.6
Disabled	101	98.0	51.6	45.1	3.3	N/A	3.3	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	599	99.3	27.9	46.7	23.6	1.8	25.4	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	598	99.3	27.8	46.8	23.7	1.8	25.4	17.6
Socio-Economic Status								
Subsidized meals	319	98.7	42.3	46.4	10.9	0.3	11.3	17.6
Full-pay meals	280	100.0	12.2	47.0	37.4	3.3	40.7	17.6

Mathematics								
All students	599	100.0	19.8	46.0	22.8	11.3	34.2	15.5
Gender								
Male	298	100.0	19.1	45.0	23.4	12.6	36.0	15.5
Female	301	100.0	20.6	47.0	22.3	10.1	32.4	15.5
Racial/Ethnic Group								
White	417	100.0	12.7	44.5	28.0	14.8	42.7	15.5
African-American	172	100.0	37.0	49.4	11.1	2.5	13.6	15.5
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	498	100.0	15.2	45.1	26.6	13.1	39.7	15.5
Disabled	101	100.0	44.0	50.5	3.3	2.2	5.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	599	100.0	19.8	46.0	22.8	11.3	34.2	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	598	100.0	19.7	46.1	22.9	11.3	34.2	15.5
Socio-Economic Status								
Subsidized meals	319	100.0	32.5	51.2	12.5	3.7	16.3	15.5
Full-pay meals	280	100.0	5.9	40.4	34.1	19.6	53.7	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	123	N/A	26.0	42.3	28.5	3.3	31.7
	Grade 4	138	N/A	26.1	45.7	28.3	N/A	28.3
	Grade 5	158	N/A	26.1	55.4	18.5	N/A	18.5
	Grade 6	121	N/A	24.0	44.6	28.9	2.5	31.4
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	125	98.4	14.7	45.7	37.9	1.7	39.7
	Grade 4	144	99.3	27.3	46.8	25.2	0.7	25.9
	Grade 5	158	99.4	33.1	52.4	13.8	0.7	14.5
	Grade 6	172	100.0	33.1	42.3	20.9	3.7	24.5
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	123	N/A	28.5	39.8	17.9	13.8	31.7
	Grade 4	138	N/A	26.1	32.6	24.6	16.7	41.3
	Grade 5	158	N/A	30.6	39.5	22.9	7.0	29.9
	Grade 6	121	N/A	28.1	37.2	28.1	6.6	34.7
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	125	100.0	9.3	54.2	23.7	12.7	36.4
	Grade 4	144	100.0	18.7	41.0	19.4	20.9	40.3
	Grade 5	158	100.0	22.8	48.3	24.1	4.8	29.0
	Grade 6	172	100.0	25.8	42.3	23.9	8.0	31.9
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 902)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	2.9%	2.4%
Attendance rate	92.7%	Down from 96.6%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	15.8%	Down from 17.0%	17.3%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	14.9%	Down from 16.4%	8.4%	8.0%
Older than usual for grade	0.4%	No change	0.9%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 52)				
Teachers with advanced degrees	46.2%	Down from 49.0%	49.0%	50.0%
Continuing contract teachers	92.3%	Up from 91.8%	89.5%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	91.6%	Up from 87.9%	88.0%	86.2%
Teacher attendance rate	95.1%	Up from 93.5%	95.7%	95.3%
Average teacher salary	\$38,630	Up 2.8%	\$40,019	\$39,909
Prof. development days/teacher	5.0 days	Down from 19.6 days	11.0 days	11.4 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio	14.3 to 1	Down from 20.7 to 1	19.2 to 1	18.9 to 1
Prime instructional time	86.3%	Down from 88.3%	90.3%	89.7%
Dollars spent per pupil*	\$4,932	Up 22.3%	\$5,726	\$5,892
Percent spent on teacher salaries*	62.1%	No change	66.1%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.6%	Up from 99.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

North Hartsville Elementary School continues to live up to its self-proclaimed status as "The Best School in the Universe." Last year's Annual School Report Card from the State of South Carolina gave us an absolute rating of "good" and an improvement rating of "good." We also received the coveted Red Carpet School award from the state during 2002-2003. This three-year designation recognizes the welcoming atmosphere at our school and our dedication to partnering with parents and the community to improve our school.

There are 54 certified teachers at North Hartsville and 30 of those hold master's degrees or higher. We continue to work on state standards as we refine our curriculum to better address the needs of our students. The new reading fluency program is an example of this. Offering an extended school day program to students scoring below basic on PACT is another. Accelerated Reader remains popular with all students. Chess Club, Beta Club, Eagle Eye Patrol, Student Government, service projects, and other activities enrich the learning experience in vital ways.

The very real sense of community at North Hartsville is evidenced by the pride that staff and students take in their school. It is also reflected in strong support from the parents through PTO, School Improvement Council, an active volunteer program, and good attendance at family functions. Collaborative partnerships with the Hartsville Family YMCA, Progress Energy, Segars Realty, Sonic, Bojangles, McDonalds, WalMart, and Applebee's also strengthen our school environment. The Butterfly Garden is a premier example of what can be achieved when staff, students, parents, and the community all work together.

With an average enrollment of 910 students, the size of the student body continues to pose problems with space and scheduling. School-wide assemblies are not possible and family events at the school are hampered by limited facilities and parking. However, "The Best School in the Universe" views these as challenges that can be addressed and resolved. North Hartsville Elementary has a rich history and looks forward to many more successes as we continue to "grow and soar toward excellence."

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.